DOCUMENT RESUME

ED 435 155 EC 307 487

AUTHOR Sugai, George, Ed.; Lewis, Timothy J., Ed.
TITLE Developing Positive Behavioral Support for Students with Challenging Behaviors. From the Third CCBD Mini-Library Series, What Works for Children and Youth with E/BD: Linking Yesterday and Today with Tomorrow.
INSTITUTION Council for Children with Behavioral Disorders.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
ISBN ISBN-0-86586-346-6
PUB DATE 1999-00-00
NOTE 64p.; For other monographs in this series, see EC 307 487-292.
CONTRACT H326S980003
AVAILABLE FROM The Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191 (stock no. D5323: $11.40, CEC members $8). Tel: 888-232-7733 (Toll Free); Fax: 703-264-9494; Web site: <http://www.Internet-service@cec.sped.org>.
PUB TYPE Collected Works - General (020) -- Guides - Non-Classroom (055)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Behavior Change; *Behavior Disorders; Educational Legislation; Educational Practices; *Educational Principles; Elementary Secondary Education; Federal Legislation; *Intervention; Special Education
IDENTIFIERS *Functional Behavioral Assessment; *Individuals with Disabilities Educ Act Amend 1997; *Positive Behavioral Support

ABSTRACT

This monograph is a guide to positive behavioral intervention and support (PBIS) and functional behavioral assessment (FBA) in the special education of students with behavior disorders as emphasized in the 1997 amendments to the Individuals with Disabilities Act (IDEA 97). An introduction explains that positive behavioral support represents the integration of four key elements: a science of behavior, research-validated and practical interventions, attention to social values, and a systems approach. Individual chapters have the following titles and authors: (1) "Issues in Conducting Functional Assessments Efficiently and Effectively" (Glen Dunlap and Meme Hieneman); (2) "Developing Positive Behavioral Support Systems" (Robert H. Horner and George Sugai); (3) "School-Wide Application of Positive Behavioral Supports" (Ron Nelson and George Sugai); (4) "Effective Behavioral Supports in the Schools: Considerations for District and School-Based Administrators" (Cheryl Hofweber); and (5) "IDEA 97 and FBA/PBIS: Policy and Implementation Guidelines" (H. Rutherford Turnbull, Ann Turnbull, and Brennan Wilcox). (Contains 49 references.) (DB)

Reproductions supplied by EDRS are the best that can be made from the original document.

From the Third CCBD Mini-Library Series: What Works for Children and Youth with E/BD: Linking Yesterday and Today with Tomorrow

ED 435 155

Developing Positive Behavioral Support for Students with Challenging Behaviors

George Sugai
Timothy J. Lewis

EC 307487

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Rutherford

CCBD
Council for Children with Behavioral Disorders

Lyndal M. Bullock & Robert A. Gable, *Series Editors*

BEST COPY AVAILABLE

From the Third CCBD Mini-Library Series: What Works for Children and Youth with E/BD: Linking Yesterday and Today with Tomorrow

Developing Positive Behavioral Support for Students with Challenging Behaviors

Editors

George Sugai
University of Oregon

Timothy J. Lewis
University of Missouri

Lyndal M. Bullock & Robert A. Gable, *Series Editors*

The Council for Children with Behavioral Disorders, *Publisher*

About the Council for Children with Behavioral Disorders

Council for Children with Behavioral Disorders

CCBD is an international and professional organization committed to promoting and facilitating the education and general welfare of children and youth with behavioral and emotional disorders. CCBD, whose members include educators, parents, mental health personnel, and a variety of other professionals, actively pursues quality educational services and program alternatives for persons with behavioral disorders, advocates for the needs of such children and youth, emphasizes research and professional growth as vehicles for better understanding behavioral disorders, and provides professional support for persons who are involved with and serve children and youth with behavioral disorders.

In advocating for the professionals in the field of behavioral disorders, CCBD (a division of The Council for Exceptional Children) endorses the Standards for Professional Practice and Code of Ethics adopted by the Delegate Assembly of The Council for Exceptional Children in 1983.

About This Monograph

The preparation of this monograph is supported in part by the Center on Positive Behavioral Interventions and Supports and a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, U.S. Department of Education (H326S980003). Information about the Center or this monograph can be obtained through one of the following: <www.pbis.org>, <pbis@oregon.uoregon.edu>, 541-346-2505 (voice), or 541-346-5689 (fax).

Stock No. D5323, ISBN 86586-346-6

Copyright © 1999 by the Council for Children with Behavioral Disorders, a Division of The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 20191-1589.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

Contents

Foreword v

Introduction 1
What Is Positive Behavioral Support? 1
What Is Included in This Monograph? 3

1. Issues in Conducting Functional Assessment Efficiently and Effectively 5
Overview 6
Effectiveness and Efficiency in Functional Behavioral Analysis 8
Summary 13

2. Developing Positive Behavioral Support Systems 15
Introduction 15
Steps in Defining a Positive Behavioral Support Plan 16
Summary 23

3. School-Wide Application of Positive Behavioral Supports 25
School-Wide PBS Programs 26
The Development Process 27
Concluding Comments 33

4. Effective Behavioral Supports in the Schools: Considerations for District and School-Based Administrators 35
Background 36

Eight-Stage School-Wide Improvement Effort 37
Lessons Learned 42
A Final Comment 43

5. IDEA 97 and FBA/PBIS: Policy and Implementation Guidelines 45
IDEA 97 46
Technical Assistance Guideline 46
Justifications and Explanations 49
Unresolved Issues 51

References 53

Foreword

Public education is in transition. Pressure is mounting to establish and maintain safe and effective schools—schools that produce positive educational outcomes for all students. Recent federal legislation has prompted the redefinition of roles and responsibilities of many school personnel, especially those working with students who have disabilities or are at risk. In serving students labeled "seriously emotionally disturbed," "behaviorally disordered," or "emotionally/behaviorally disordered," we face new challenges to promoting positive approaches to discipline and instruction within and across educational settings.

In the midst of these uncertain times, we would do well to reflect on our history, revisit the theoretical underpinnings of our profession, and renew our commitment to finding ways to better serve students with emotional and behavioral disorders. That is the focus of the Third Mini-Library Series produced by the Council for Children with Behavioral Disorders (CCBD). Along with an exploration of historical and contemporary issues within our profession, this monograph series highlights the critical issues of safe schools, school-wide discipline, and positive behavioral supports. The following seven volumes that comprise the series are derived from the 1999 international conference sponsored by CCBD:

- *Developing Positive Behavioral Support for Students with Challenging Behaviors* by George Sugai and Timothy J. Lewis.
- *Educating Students with Emotional and Behavioral Disorders: Historical Perspective and Future Directions* by Richard J. Whelan and James M. Kauffman.

- *Historical Chronology of the Council for Children with Behavioral Disorders: 1964–1999* by Lyndal M. Bullock and Anthony L. "Tony" Menendez.
- *Perspective on Emotional/Behavioral Disorders: Assumptions and Their Implications for Education and Treatment* by C. Michael Nelson, Terrance M. Scott, and Lewis Polsgrove.
- *Psychoeducation: An Idea Whose Time Has Come* by Mary M. Wood, Larry K. Brendtro, Frank A. Fecser, and Polly Nichols.
- *A Revisitation of the Ecological Perspectives on Emotional/Behavioral Disorders: Underlying Assumptions and Implications for Education and Treatment* by Mary Lynn Cantrell, Robert P. Cantrell, Thomas G. Valore, James M. Jones, and Frank A. Fecser.
- *Safe Schools: School-Wide Discipline Practices* by Timothy J. Lewis and George Sugai.

As in previous monographs, we have drawn upon the expertise of CCBD members to assemble information that addresses the needs of professionals responsible for the education and treatment of students at risk and those who have emotional and behavioral disorders. We are grateful for their outstanding contributions to our field.

Lyndal M. Bullock
University of North Texas

Robert A. Gable
Old Dominion University

Introduction

With the introduction of the Individuals with Disabilities Education Act of 1997 (IDEA 97), parents, educators, and students were given the authority to access positive behavioral interventions and support (PBIS) plans and functional behavioral assessment (FBA). However, as with many new initiatives and policy efforts, definitions, understanding, and applications of these important technologies continue to be discussed, studied, and refined. The purpose of this monograph is to narrow the characterizations that define positive behavioral support (PBS)—in particular, PBIS and FBA.

What Is Positive Behavioral Support?

Positive behavioral support is not a new concept. However, in the context of IDEA 97, PBS represents an important effort to improve the quality of behavioral interventions and behavioral support planning. For the purposes of our discussion, we use a definition of PBS being developed by the Center on Positive Behavioral Interventions and Supports. Positive behavioral support is defined as "a general term that refers to the application of positive behavioral interventions and systems to achieve socially important behavior change" (Sugai et al., 1999, p. 7). The goal of PBS is to apply a "behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs" (p. 7).

The practices and processes of the PBS approach emphasize (a) an examination of the environments in which problem behavior is

observed; (b) development of interventions that consider the consequence variables that maintain occurrences of problem behavior; (c) selection of interventions that give careful scrutiny to the range of possible lifestyle outcomes (e.g., personal, health, social, family, work, recreation); and (d) the acceptability of procedures and outcomes by the student, family, and community (Haring & De Vault, 1996).

Positive behavioral support represents the integration of four key elements: (a) a science of behavior, (b) research-validated and practical interventions, (c) attention to social values, and (d) a systems approach (Sugai et al., 1999). First, the PBS approach is founded on a science of human behavior, which emphasizes that much of human behavior is learned, comes under the control of environmental factors, and can be changed. As our understanding of human behavior increases, so too does our ability to teach and encourage more adaptive behavior. Second, PBS emphasizes the adoption and sustained use of effective and practical interventions. Although procedures to prevent and reduce the likelihood of occurrences of problem behavior often are associated with behavioral interventions, the PBS approach emphasizes strategies that use assessment information (in particular, FBA) to arrange learning and living environments. Thus, factors that are likely to trigger or maintain problem behavior are less likely to be present, and adaptive behavior is more likely to be taught, occasioned, and supported.

Third, in addition to the control of problem behavior, the PBS approach emphasizes the improvement of the living and learning options available to the student and to his or her peers and family. A central PBS tenet is that behavior change and the means by which behavior change is achieved need to be socially significant by being (a) *comprehensive* and considering all parts of a student's day (i.e., before, during, after school) and important social contexts (i.e., home, school, neighborhood, community), (b) *durable* so that change lasts for long time periods, and (c) *relevant* by enhancing prosocial behaviors that affect living and learning opportunities (i.e., academic, family, social, work).

Fourth, a systems approach is emphasized in the PBS approach. A systems approach considers the many contexts in which adaptive behavior is required. For example, at school PBS must consider four main contexts in which practices and processes are applied: school-wide, classroom, nonclassroom, and individual student. A systems approach also focuses on prevention-based practices, team-based problem solving, active administrative support and participation, data-based decision making, and a full continuum of behavioral support to accommodate the range of intensities of problem behavior that occur in school.

What Is Included in This Monograph?

In Chapter 1 of this monograph, Glen Dunlap and Meme Hieneman provide an overview of the critical features of FBA and guidelines for improving the efficiency and effectiveness with which FBAs are conducted—especially for students with behavioral disorders. In Chapter 2, Rob Horner and George Sugai provide guidelines for developing positive behavioral support plans. They emphasize the importance of basing these plans on information from the FBA. In Chapter 3, Ron Nelson and George Sugai describe how PBS looks at the school-wide level, with particular attention on the process factors that enhance the development, implementation, maintenance, and evaluation of school-wide PBS programs. In Chapter 4, Cheryl Hofweber puts a Canadian spin on PBS by describing the stages required to develop a district-wide behavioral support effort. In particular, she describes how commitments were established and enthusiasm was generated for a comprehensive approach to PBS. Finally, in Chapter 5, Rud and Ann Turnbull and Brennan Wilcox provide concise technical assistance guidelines that help professionals carry out the principles of IDEA 97, especially in relationship to FBA and PBIS. Viewed together, this collection of chapters provides a glimpse of the growing applications of PBS in schools. For more information about PBS, interested readers should contact any of the authors of this monograph.

1

Issues in Conducting Functional Assessments Efficiently and Effectively

Glen Dunlap
Meme Hieneman
University of South Florida

Since the term *functional behavioral assessment (FBA)* was included in the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA 97), national discussions regarding optimal and appropriate procedures for incorporating FBA into the assessment and intervention practices of our country's schools have been intense. Policymakers and practitioners have been presented with recommended guidelines and manuals (e.g., O'Neill et al., 1997; Tilly et al., 1998), and a large number of literature reviews have been disseminated, including several that explicitly address the use of FBA with students described as having emotional and behavioral

disorders (E/BD) (e.g., Kern & Dunlap, 1999; Lane, Umbreit, & Beebe-Frankenberger, 1999; Nelson, Roberts, Mathur, & Rutherford, 1999). Although FBA has been considered an integral component of positive behavioral support for many years (Horner et al., 1990; Koegel, Koegel, & Dunlap, 1996), only since 1997 has there been a national mandate for its widespread implementation. As a result, the demand has been urgent for practical information that will contribute in a constructive and feasible way to the deployment of FBA practices in ongoing school contexts. The following discussion provides a brief consideration of some issues involved in conducting FBAs in an effective and efficient manner. We begin the discussion with an overview of the definition and methods of FBA.

Overview

Functional behavioral assessment has been defined as a process that is employed to acquire an understanding of an individual student's problem behavior and, in particular, the manner in which the behavior is related to and influenced by the environment (Foster-Johnson & Dunlap, 1993; O'Neill et al., 1997; Tilly et al., 1998). An FBA is conducted to determine as well as possible the purpose or function of a behavior (why it occurs) and the particular circumstances under which the behavior is most and least likely to be exhibited (*when, where,* and *with whom* it occurs, and *when, where,* and *with whom* it does not occur). The objective of an FBA is to contribute valuable information to the development of an effective plan of positive behavioral intervention and support (PBIS). Indeed, some authors have indicated that an FBA should not be considered complete without evidence that the intervention plan has been successful (Sugai et al., 1999). This assertion emphasizes that the value of an FBA is entirely contained within the efficacy of the supports and interventions that ensue.

Although no single instrument or procedure is recommended for conducting an FBA, the process always involves information gathering, typically through a combination of direct observations and interviews (e.g., Foster-Johnson & Dunlap, 1993; O'Neill et al., 1997;

Repp & Horner, 1999). Many different observation tools and interview protocols have been developed to expedite the process (e.g., Kern, Dunlap, Clarke, & Childs, 1994; March, Horner, Lewis-Palmer, Brown, & Crone, 1999; O'Neill et al., 1997), and most can be quite useful, as long as the fundamental objectives of the FBA process remain prominent. These objectives can be stated as questions that require answers:

- What, specifically, is a complete description of the problem behavior, and with what other behaviors does it co-occur?
- What is the (probable) purpose, or function, of the student's problem behavior? What are the social and ecological circumstances that are present when the student is most likely to engage in the problem behavior?
- What are the social and ecological circumstances that are present when the student is least likely to engage in the problem behavior?

If these questions can be answered with confidence, the development of an effective intervention plan is more likely.

According to the statutory stipulations of IDEA 97, an FBA is necessary only under certain conditions when students with disabilities encounter disciplinary sanctions leading to extended removal from educational settings. However, analysts of the law have identified a much broader expectation (e.g., Tilly et al., 1998), and many authors have argued forcefully that an FBA should serve as the foundation of any individualized behavioral intervention (e.g., O'Neill, Vaughn, & Dunlap, 1998; Scott & Nelson, in press). Indeed, the conceptual logic underlying the processes of FBA suggests that the greatest power to be derived from an assessment-based intervention could be realized when the intervention is applied proactively, before the problem escalates to crisis proportions. Thus, an FBA should be conducted whenever the student's problem behavior (a) demonstrates persistence even though classroom-based motivation and disciplinary systems have been carefully implemented, (b) is so severe that it places the student or others at risk of injury or social isolation, and/or (c) is so disruptive that school personnel are considering

more intrusive or restrictive placements or procedures (Tilly et al., 1998). These conditions, of course, represent circumstances that often serve to trigger some kind of individualized problem-solving process. The argument is that an FBA should be a central ingredient in that process.

The amount of time, effort, expertise, and resources required to complete an FBA varies with the severity, chronicity, and comprehensiveness of the problem behavior. In cases where the problem behavior has only recently emerged and where it is limited to one or two situations (e.g., classrooms), the FBA usually can be expedited with only one or two brief, focused interviews and some limited observations to confirm the interview data (e.g., March & Horner, 1998). When the problem behavior is pervasive, destructive, and durable and affects many dimensions of the student's life, the FBA typically needs to be conducted in a more thorough and precise manner, and it should be viewed as an ongoing component of the student's plan of behavioral support (e.g., Hieneman & Dunlap, in press).

An FBA provides information that is vital to the development of individualized positive behavioral interventions. Such interventions must be integrated within the context of the student's ongoing activities and instructional curriculum. FBA should be considered within the larger assessment and planning process and should be united functionally with the individualized instruction program (IEP). Also, the informational objectives that are central to FBA should be assimilated by classroom-wide and school-wide systems of identification and referral. As such a focus becomes routine and integrated within school environments, the application of FBA processes inevitably will become more efficient and productive.

Effectiveness and Efficiency in Functional Behavioral Analysis

Given its importance in supporting students with serious behavioral challenges and the limitations of resources within educational

settings, FBA must be conducted effectively and efficiently. The time and effort commonly focused on crisis management or so-called hit-and-miss strategies for students with serious behavioral challenges is clearly better spent identifying variables contributing to problems and designing targeted interventions that will lead to consistent, long-term outcomes. Some considerations for promoting the effectiveness and efficiency of FBA include (a) enhancing school- and classroom-wide systems and, thus, limiting the number of students for whom functional assessments are needed; (b) embedding elements of FBA within existing systems; (c) ensuring the availability of skilled and knowledgeable facilitators; (d) maintaining focus on the goals and questions driving FBA; (e) tailoring methods to fit the needs and circumstances of the student; and (f) promoting collaboration among families, teachers, and other direct support providers.

Enhancing School- and Classroom-Wide Intervention Systems

Most student behavioral concerns should be remediated effectively through school- and classroom-wide intervention systems (Colvin, Kameenui, & Sugai, 1993; Taylor-Greene et al., 1997). FBA becomes necessary when students' behavior problems are not addressed successfully with these routine procedures. Systems must be well designed and implemented with integrity, because it is impossible to conduct a large number of FBAs with the precision and comprehensiveness needed to be effective in developing successful individualized interventions.

An important strategy for maintaining the efficiency and effectiveness of FBA is to limit the number of cases for which it is conducted. Preventive methods such as defining expectations (e.g., rules, routines), arranging the physical environment, utilizing effective instructional methods, and employing group reward systems will minimize overall patterns of problem behavior (Sprick, Sprick, & Garrison, 1996; Sugai, 1996). When conducting an FBA does become necessary for individual students who fail to respond to these systems, a greater capacity for effective implementation will exist.

Embedding Elements of FBA within Existing Systems

Many authors have argued that FBA is simply good practice and should be incorporated within all educational problem solving (Dwyer, 1998; Tilly et al., 1998). Embedding elements of FBA within existing processes to the greatest extent possible, rather than creating an entirely separate protocol for conducting FBA, is likely to promote efficiency and effectiveness. For example, the IEP process, child study/intervention teams, prereferral and referral processes, and disciplinary procedures may be streamlined and enhanced by focusing on the questions that drive FBA and using data-based decision making.

Elements of FBA may be embedded within educational processes by modifying existing procedures, ensuring the availability of relevant tools and materials, and providing ongoing staff development opportunities. If educators are able to participate in informal information gathering (e.g., interviews, direct observation) and pattern analysis, they will be able to resolve less severe problems more effectively and may accumulate relevant information toward an FBA before a separate, potentially complex process becomes necessary.

Ensuring the Availability of Skilled and Knowledgeable Facilitators

Conducting FBA effectively requires a particular array of skills and knowledge (Anderson, Russo, Dunlap, & Albin, 1996). The availability of competent facilitators is a factor that is likely to affect the process and outcomes. Without targeted competencies, the individuals conducting FBA may employ inappropriate methods or have difficulty analyzing or utilizing the data obtained. Individuals who facilitate the FBA process must have familiarity with its theoretical, technical, and practical foundations and be proficient in carrying out its procedures.

Critical skills for individuals conducting FBAs include the ability to (a) collect, synthesize, and analyze relevant data; (b) design interventions based on the FBA information; and (c) mobilize collaborative activities and resources toward implementation. Individuals

who serve as facilitators should be familiar with the range of tools and methods available, as well as the benefits and limitations associated with each option. With this information, facilitators will be able to approach the process with fluidity and creativity.

Maintaining Focus on the Goals and Questions Driving FBA

Functional behavioral analysis is driven by a particular set of questions and goals: (a) identifying environmental events and circumstances contributing to a student's behavior and (b) developing effective individualized interventions based on this information (Foster-Johnson & Dunlap, 1993; Horner & Carr, 1997; O'Neill et al., 1997). Focusing all activities associated with an FBA on these goals can be a challenge in educational settings due to the scope of existing information in student records (e.g., diagnostic assessments, academic achievement measures) and the recent influx of tools and manuals on FBA developed since the unveiling of the 1997 IDEA amendments.

Conducting FBA efficiently and effectively requires a critical examination of the tools and methods available to select those that will provide ready answers to relevant questions. Individuals involved in the FBA process are also expected to work diligently and rapidly toward the final objective—designing an effective plan. Unless an FBA culminates in intervention, time and resources will not be used in a reasonable manner. Focus on the pertinent objectives and questions translates to efficiency in the FBA process.

Tailoring Methods to Fit the Needs and Circumstances

Functional behavioral analysis is not defined by a discrete set of procedures, but rather as a process driven by a particular set of objectives. While important to maintain the integrity of the process, the feasibility and usefulness of particular tools and procedures will depend on the circumstances. Conducting an FBA efficiently and effectively requires that methods be tailored to fit the characteristics and needs of the student, the nature of the environment, personnel and resources available, and other features of the context.

Functional behavioral analysis may be conceptualized best as involving a continuum of precision and comprehensiveness. For example, in many of the situations in which an FBA is required, an informal problem-solving process (e.g., simply analyzing existing information, structured brainstorming) may be sufficient to design effective interventions (Lohrmann-O'Rourke, Knoster, & Llewellyn, 1999). Other, more complex situations may dictate a more elaborate process involving the collection of new, targeted information through direct observation methods (e.g., scatterplot, ABC) and a limited number of short interviews. In the most difficult cases (e.g., involving long-standing patterns of severe problem behavior, highly complicated circumstances), the most efficient approach may be a comprehensive and systematic approach to information gathering and pattern analysis (e.g., measuring frequency of behavior across conditions, using elaborate interview protocols, experimental manipulations). Efficient approaches involve the least intrusive and cumbersome methods to produce effective interventions.

Promoting Collaboration Among Families, Teachers, and Other Direct Support Providers

Functional behavioral analysis, like all other educational processes, may be enhanced through active participation of teachers, families, and other direct support providers (Hieneman & Dunlap, in press; Mullen & Frea, 1995). Not only is collaboration identified as being good practice and encouraged in IDEA, it may also improve the efficiency and effectiveness of FBA. Possible benefits of involving the correct people include improving the quality of the information gathered, promoting buy-in into the process, and encouraging shared responsibility.

In contrast to traditional expert-driven models of consultation and program development, a collaborative approach to FBA means including individuals who know the student best, have the greatest familiarity with the environments in which they participate, and have some programmatic and fiscal responsibility and control.

Summary

The effectiveness of an FBA process is determined by the success of the assessment-based intervention in achieving individually defined goals of behavior change. The more comprehensive and precise an FBA, the more likely our understanding will be valid and practical. However, limits exist on the degree of precision and comprehensiveness needed to achieve particular student objectives. A goal that is necessary for appropriate resource allocation is to balance resources with the identified objectives. However, this allocation always should be carried out with an appreciation for the fact that effectiveness is the fundamental criterion of efficiency. An insufficient process is inefficient, wasteful, and potentially harmful. Functional behavioral analysis has been shown to be a powerful approach for developing positive and effective interventions. It is the challenge of all educators to ensure that it is used faithfully and in the best interests of individual students and the entire school environment.

2

Developing Positive Behavioral Support Systems

Robert H. Horner
George Sugai
University of Oregon

Introduction

Behavioral support plans describe the changes in an environment that are designed to alter a student's behavior. Behavioral support plans describe what we (i.e., teachers, parents) will do differently in an effort to alter what the child does. In this way, a behavioral support plan is a document that is designed to change the behavior of adults with the expectation that if adult behavior changes, the behavior of the student will change.

Two major changes have occurred in the way we now view behavioral support plans. These changes are reflected in the current emphasis on positive behavioral support (PBS) and the expectation that behavioral support will be guided by functional behavioral assessments (FBAs). These changes are leading to advances in the way behavioral support plans are developed and the likelihood that

behavioral support will result in substantive change in student behavior.

Steps in Defining a Positive Behavioral Support Plan

Positive behavioral support refers to the application of behavior analysis to produce socially important outcomes with procedures that are socially and culturally appropriate (Koegel et al., 1996). A central feature of PBS that has changed the way behavior plans are developed is the expanded scope of outcomes. Behavioral support is no longer viewed simply as a process for reducing problem behaviors, but as a process for assisting a student to be successful within school, work, or community contexts. Reduction in problem behaviors is an essential goal, but without a broader range of changes (e.g., social, academic), reduction in problem behaviors may be unimpressive (Carr et al., in press; Foster-Johnson & Dunlap, 1993; Horner et al., 1990).

The following sections describe key steps in designing a behavioral support plan and the features anticipated in an exemplary plan.

Step 1: Operational Descriptions of Problem Behavior

A behavioral support plan includes a clear statement describing the problem behavior(s). The description of problem behavior(s) is "operational" in the sense that the behaviors are described in a manner that allows them to be seen and counted (i.e., citations). In addition, an exemplary behavioral support plan organizes the description of problem behaviors into response classes. A response class is a set of different behaviors (e.g., talk out, refuse to follow directions, destroy property) that are maintained by a common consequence (e.g., access to adult attention). By defining response classes, behavioral support plans can be developed that address the entire class of problem behaviors (Johnson & Pennypacker, 1980; Millenson & Leslie, 1979; Sprague & Horner, 1999). The emphasis on organizing behavioral support plans around response classes is an important

advance in the design of efficient interventions (Carr, 1994; Horner, 1994; Repp, 1994).

Step 2: Description of Functional Assessment Outcomes

A functional behavioral assessment is a process for identifying the events that reliably predict and maintain occurrence of problem behaviors (Dwyer, 1998; Foster-Johnson & Dunlap, 1993; O'Neill et al., 1997; Repp & Horner, 1999). Functional behavioral assessments often are done as part of the initial development of behavioral support plans, but it is critical to note that the process of FBA extends to the ongoing modification and adjustments that are typical in behavioral programming.

An FBA results in (a) operational definitions of the problem behaviors; (b) identification of the events that reliably predict when, where, and with whom problem behaviors are most and least likely to occur; and (c) identification of the consequences that maintain the problem behaviors. A preliminary FBA may simply include this information obtained through interviews or brief observations. A formal FBA that meets professional standards will have this same information, but also will include direct observation data documenting the validity of FBA results.

The FBA outcomes should be explicitly stated in the behavioral support plan (i.e., What are the problem behaviors? When are they most and least likely to occur? What consequences appear to maintain the behaviors? What information [data] supports these conclusions?). The importance of the FBA outcomes rests with the expectation that all elements of the behavioral support plan will be consistent with FBA outcomes. If, for example, the FBA indicates that problem behaviors are most likely to occur during transitions between classes, then intervention procedures should focus on events that occur during these transitions. If the FBA indicates that the problem behaviors are maintained by escape from demanding academic tasks, then the behavioral support plan would be expected to focus on the features of academic tasks that make them demanding, instruction on improving student skills on target tasks,

and consequences that do not allow problem behaviors to produce escape from the tasks. Given that escaping tasks is identified as the reinforcer maintaining problem behaviors, it also would be expected that time out or referral to the office would not be strategies recommended in the behavioral support plan.

The FBA results will not identify a specific intervention that should be used, but they do provide the foundation for selecting from intervention options that are logically consistent with the FBA. The FBA results also identify intervention options that are contraindicated (e.g., would be likely to make the problem behaviors more likely), such as the time out or referral to office mentioned above. Compelling documentation suggests that FBA information is related to improved effectiveness in behavioral interventions (Carr et al., in press; Didden, Duker, & Korzilius, 1997). The key is ensuring that the FBA outcomes are clearly stated in the behavioral support plan and that all intervention procedures are consistent with the FBA findings.

Step 3: Selecting a Comprehensive Set of Intervention Procedures

Behavioral support plans should be comprehensive in the sense that they guide adults in how to address the problem behaviors across all times of the day, all people, all places, and all activities where the problem behaviors are likely to occur. Effective behavioral support plans will focus on socially important behavior change that endures over time and results in generalized effects.

The expectation that behavioral support plans should produce comprehensive effects often necessitates implementation of multiple intervention procedures (Horner & Carr, 1997). In the past, behavioral interventions have been characterized by an emphasis on consequences. Desired behaviors were rewarded, and undesirable behaviors were ignored or punished. The information from an FBA and the expectation that behavioral support should result in more generalized and durable effects now result in the integrated use of multiple procedures that include procedures for prevention and instruction, as well as attention to consequences. As such, behav-

ioral support plans often will include procedures that focus on (a) preventing problem behaviors by altering the environment so the problem behaviors are irrelevant, (b) teaching new skills that make problem behaviors inefficient, and (c) providing consequences that make problem behaviors less effective (Horner & Carr, 1997; O'Neill, et al., 1997).

Prevention. Exemplary behavioral support plans often include procedures for preventing problem behaviors by avoiding those conditions that predict or occasion the problem behaviors. Making changes in schedule, altering proximity to certain peers, and adapting curriculum materials can each result in behavior change by simply altering conditions that are highly likely to be associated with problem behaviors. Prevention has been an underutilized component of behavioral support (Walker, Colvin, & Ramsey, 1995; Walker et al., 1996), and the inclusion of prevention procedures in behavioral support plans is an important advance.

Instruction. Exemplary behavioral support also includes explicit instructional objectives. Teaching social skills has long been viewed as an important element for behavioral programming (Gresham, Sugai, Horner, Quinn, & McInerney, in press; Sugai, Bullis, & Cumblad, 1997). More recent research, however, also emphasizes that instruction on specific academic and communication skills may be effective and efficient strategies for problem behavior reduction (Lee, Sugai &, Horner, in press; Todd, Horner, & Sugai, 1999). The basic message is that teaching is among the most powerful behavioral intervention procedures available in schools. When the FBA results indicate that problem behaviors are related to skill deficits, a logical expectation is that the behavioral support plan will include instruction on those skills.

Consequences. Comprehensive behavioral support will continue to include strong emphasis on the extent to which problem behaviors and/or desired behaviors are contingently associated with reinforcement. While this feature of behavior support is unchanged, there is growing recognition that a more sophisticated view of behavioral economics is needed (Mace & Mauk, 1999; Piazza, Fisher, Roane, & Hilker, 1999; Repp & Horner, 1999). Problem behaviors

occur because they have a history of being associated with desired results. Simply delivering aversive events when problem behaviors occur will be unlikely to produce durable, generalized reduction in the problem behavior. Exemplary behavioral support plans typically blend procedures for (a) reducing rewards for problem behaviors, (b) exaggerating rewards for appropriate (alternative) behaviors, and (c) punishing problem behaviors (if necessary). The use of consequences is designed to both reduce the rewards for problem behaviors and simultaneously increase the rewards for appropriate (alternative) behaviors.

The selection of behavioral support procedures has become more sophisticated, and multiple procedures are more likely to be employed within a single plan of support. The plan is more likely to be focused on comprehensive goals and to include prevention and instructional procedures in addition to procedures for controlling the consequences associated with desired and problem behavior.

Step 4: Ensure Contextual Fit

Contextual fit refers to the extent to which the procedures of a behavioral support plan match the values, skills, resources, and administrative support of those who must implement the plan. Given that behavioral support plans are designed to guide the behavior of adults, a central question must be, "What are the features of the plan that will result in the behavioral support plan's being implemented?" It is not acceptable to build an elegant behavioral support plan that is not implemented or is implemented with dubious fidelity. If behavioral support is to result in important, durable, and generalized behavior change, it must match the needs of all people in the setting. In schools this means that behavioral support procedures need to match the skills, time, resources, and administrative support available in schools (Albin, Lucyshyn, Horner, & Flannery, 1996). Lucyshyn and Albin (1993) suggested a process for assessing the contextual fit of behavioral support plans, and offered two important messages. The first is to recognize that all problem behavior situations have multiple solutions. There is never only one way for a behavioral support plan to be written. The second message is that the compelling focus of behavior specialists

on defining the technically best behavioral plan may miss the need to provide equal attention to the practical considerations in the school, possibly altering the types of procedures that can be used. Exemplary behavioral support plans are developed so they match both the technical requirements defined by the FBA results and the contextual requirements defined by the values, skills, and resources available to the people who will implement the plans.

Step 5: Include a Crisis Management Plan

Behavioral support plans should include specific procedures for responding if a student repeats his or her most dangerous or difficult problem behavior. It is not acceptable to build behavioral support plans that provide elegant guidance for prevention and support but ignore the most difficult situations. The FBA defines all problem behaviors performed by the student that place the student and/or others at risk. When a behavioral support plan is developed, it should be assumed that any problem behavior a student has performed in the past, he or she will perform again in the future. The plan may include superb procedures for minimizing the occurrence of these problem behaviors, but it should also include specific procedures that are to be followed if the extreme problem behaviors are repeated.

The inclusion of crisis management procedures is not without controversy. Too often crisis management procedures have been the heart of a behavioral support plan. The assumption was that if the extreme situations were controlled there would be broad behavior change. Current experience suggests that the major goals of behavioral support during more extreme events are (a) to prevent harm, and (b) to minimize the rewards available for problem behavior. Substantive, durable, and generalized behavior change will occur only if effective prevention, instruction, and consequence manipulation procedures accompany a crisis management plan.

Step 6: Implementation Timeline

Exemplary behavioral support plans not only indicate what will be done, but also include a timeline for implementing the plan. If the prevention elements of the plan include change in scheduling and

curriculum materials, it is important to define who will make those changes and when the changes will be accomplished. If the plan includes teaching the student social or academic skills, it is important to define who will provide this instruction, when they will build the relevant lesson plans, when instruction will occur, and how the success of instruction will be assessed. If the plan includes the design of new contingency systems, then an implementation timeline should indicate when new consequences will be made available and how the student will be taught the new contingencies and new rewards (and punishers). Too often, extensive time and effort is placed in the design of behavioral support plans with insufficient attention given to the development of the plan (i.e., activities, timeline) for implementing the selected procedures.

Step 7: Evaluation and Adaptation

No behavioral support plan should be developed and implemented that does not include a process for measuring the impact of the plan on student behavior. The plan should include a simple, efficient, and effective system for measuring targeted student behaviors. The measurement system should be consistent with the skills and resources of those who will collect the data, and the resulting information should be used for decision making about the success of the support plan. In most cases, the data will indicate (a) whether the behavioral support plan is being implemented, and (b) whether implementation is changing the behavior patterns of the student. These data will be added to the initial functional assessment to further assess whether the functional assessment was accurate and whether additional modifications to the support plan are needed.

Behavioral support plans typically are not designed, implemented, and found effective without modification. The student's initial response to experiencing the procedures in the plan are often useful in identifying needed improvements. As such, the behavioral support plan should include procedures for collecting evaluation information and making adaptations to the plan. An excellent behavioral support plan will indicate who will collect evaluation information, how the information is to be collected, how it will be summarized, and when meetings will be held to review the information.

Summary

The capacity of school personnel to develop and implement behavioral support plans will determine the extent to which many students will be allowed to remain part of our educational system. The current policy commitment in IDEA to educate all students is a commitment to improving the capacity of schools to identify children who are at risk for problem behavior, conduct functional behavioral assessments, build behavioral support plans, and implement those plans. More is known today about how to change problem behavior than ever before in the history of our nation. To a great extent, the real question is not whether we are able to change dangerous and disruptive behaviors, but whether we have the political will to implement the effective technology available to schools.

3

School-Wide Application of Positive Behavioral Supports

Ron Nelson
University of Arizona

George Sugai
University of Oregon

Problem behaviors present schools with serious challenges because they disrupt the teaching and learning process for all children (with and without disabilities) and teachers. Problem behaviors not only interfere with academic, social, and vocational success, but also are one of the most common reasons children are excluded from school. Fortunately, research suggests that positive behavioral support (PBS) programs have great potential for improving the academic, social, and vocational competence of all students, including those with disabilities. (e.g., Colvin et al., 1993; Lewis & Sugai, 1999; Nelson, 1996; Nelson, Martella, & Galand, 1998; Taylor-Greene et al., 1997).

The key concept in PBS is the notion that problem behaviors exist, at least in part, because of deficient environments or contexts, which directly relate to the behavioral repertoires of individuals and/or to the environmental factors that surround them. Deficiencies in behavioral repertoires may be due to poorly developed academic, vocational, and social interaction skills. Deficiencies in environmental factors may be due to the lack of clear and consistent behavioral guidelines, poor supervision, inadequate curriculum and teaching practices, and other organizational practices. Thus, PBS is the application of behavioral principles to address deficiencies in the behavioral repertoires of individuals and the environmental factors that surround them.

In this chapter, we build from this characterization of PBS and the definitions provided by Sugai and Lewis in the Introduction and provide a description of the conceptual framework that underlies the elements of school-wide PBS programs, as well as an overview of school-wide PBS programs. We conclude with a description of the process used to develop, implement, maintain, and evaluate school-wide PBS programs.

School-Wide PBS Programs

School-wide PBS programs seek to produce systemic change at the building, classroom, and student levels by providing school staff a framework with which to develop site-specific solutions to the unique needs of their school and community. Given that PBS is based on the notion that problem behaviors exist primarily because of deficient environmental and behavioral repertoires, the primary goal of school-wide PBS programs is to develop a school environment that is both preventative and remedial in nature. School-wide PBS programs are preventative in that their central goal is to identify and change deficient environmental factors that foster problem behaviors. They are remedial in that they seek to develop a continuum of behavioral support to ensure that individual children develop the behavioral repertoires necessary to be successful.

A four-stage model of collaborative problem solving is used by a team of key stakeholders to develop, implement, and maintain school-wide PBS programs. This model contains a set of concepts common to most problem-solving models. Thus, we will not elaborate on strategies for developing and maintaining effective teaming processes. The stages in the collaborative problem-solving model include:

1. Problem definition. (What are the problems?)
2. Site analysis. (What is currently in place to address the problems?)
3. Development of a school-wide PBS plan. (What should be done to address the problems?)
4. Monitoring progress. (Did the school-wide PBS program work?)

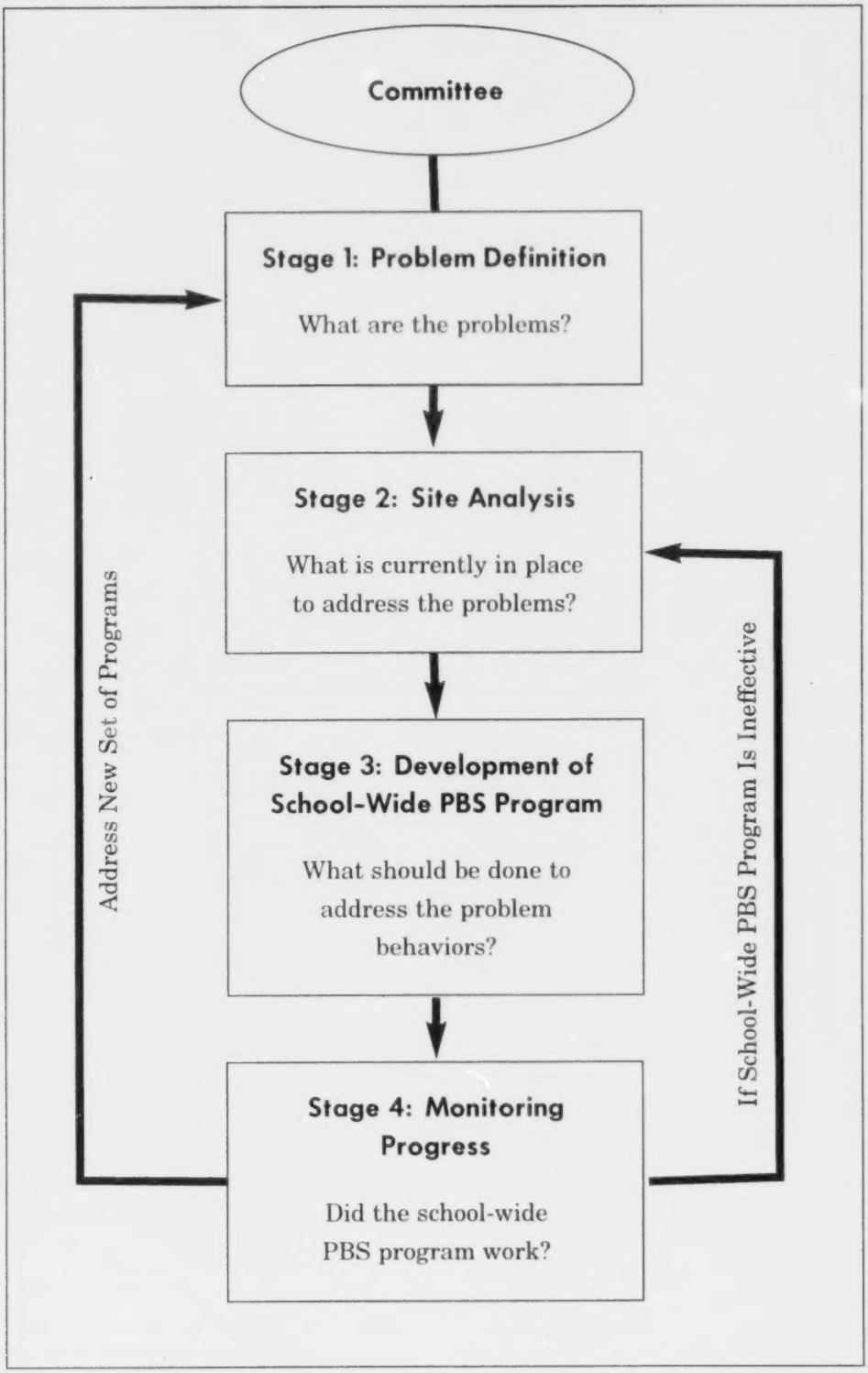
Figure 3.1 depicts the four stages the committee uses to develop the PBS program. The first two stages in the collaborative problem-solving model—identification of problems and site analysis—center on determining the problems and associated solutions to be addressed by the school-wide PBS program. The remaining stages focus on developing and evaluating the school-wide program. Additionally, inspection of Figure 3.1 reveals that developing, implementing, and maintaining school-wide PBS programs constitute an ongoing process rather than a static one. It is an ongoing process not only because it is important to continually evaluate the effectiveness of the school-wide PBS program, but also because it takes time to fully develop a comprehensive program that will meet the needs of all students.

The Development Process

Establishing the Committee

A leadership team or committee should be formed to guide the development, implementation, maintenance, and evaluation of the school-wide PBS program. The formation of this team and the des-

Figure 3.1 Stages in developing, implementing, and maintaining school-wide PBS programs


Committee
Stage 1: Problem Definition
What are the problems?
Stage 2: Site Analysis
What is currently in place to address the problems?
Stage 3: Development of School-Wide PBS Program
What should be done to address the problem behaviors?
Stage 4: Monitoring Progress
Did the school-wide PBS program work?
Address New Set of Programs
If School-Wide PBS Program Is Ineffective

ignation of its responsibilities are important prerequisites to the success of the four stages of the collaborative process used to develop school-wide PBS programs. Although the committee will direct and guide the process through the four stages, the development of a school-wide PBS program is a joint venture, with staff at all levels working together. Achieving consensus on all aspects of the school-wide PBS program is essential to ensure its implementation and sustained use.

Formation. The following factors should be considered when forming a committee. First, the composition of the team should be considered. Efficient teams generally are comprised of eight members (or fewer) who are representative of the entire staff. Broad representation is necessary to help achieve consensus among the school staff and to maximize communication. Broad representation is also critical because each staff member brings important information necessary for the development of different components of the school-wide PBS program. For example, it is difficult for teachers to fully understand all of the factors associated with the school lunch program without input from a staff member who is intimately involved with that program. Additionally, at least one member of the team should have training in applied behavior analysis. Without behavioral capacity that is internal to the school, development and implementation of activities will necessarily be slowed. Because the school-wide PBS program is continually refined, a 2- to 3-year term is recommended, with a proportion (e.g., 25%) of the team members rotating off each year to ensure continuity from year to year and to increase staff participation and opportunities to learn about PBS.

Team members may be selected in a number of ways. The particular selection process used should match standard practices for establishing other building teams. Some options for selecting members of the committee include (a) administrative appointments, (b) a call for volunteers, (c) staff nominations, or (d) elections.

Responsibilities and Activities. The overall responsibility of the committee is to direct the development, implementation, mainte-

nance, and evaluation of the school-wide PBS program. The following are the responsibilities and general activities of the committee:

1. Attend all planning meetings.
2. Identify key presenting problems.
3. Conduct a site analysis.
4. Develop/revise the school-wide PBS program.
5. Evaluate new or revised components of the school-wide PBS program.
6. Actively communicate with staff members regarding the activities of the committee.
7. Conduct staff meetings to ensure the implementation and maintenance of the school-wide PBS program.

In addition, committee members must be persistent in their efforts, because effecting school change may be slow, can be intense, and may result in heated exchanges. Committee members must push through these exchanges in a positive manner.

Stage One: Problem Definition

A needs assessment is used to identify the problems to be addressed by the school-wide PBS program. The needs assessment not only provides school staff with an accurate picture of the problems, but also ensures a variety of perspectives regarding the identified problems. Further, the outcome of a needs assessment provides baseline data with which to assess the effectiveness of school-wide PBS program activities and efforts.

To increase the accuracy of problem definitions, assessments should involve (a) collection and analysis of data from multiple sources and (b) all relevant parties, such as students, parents, teachers, and support staff. Four general methods for collecting information should be considered. First, *surveys and questionnaires,* which can be comprised of open-ended or structured items, are a simple means of assessing staff perceptions about possible PBS problems and prior-

ities. Second, *interviews* can be conducted with individuals or groups of individuals to identify possible problems and to occasion discussions that might clarify or expand responses obtained from surveys.

Third, *direct observations* can be conducted by committee members in areas of the school that have been targeted as problem sites. Observation data serve as a means of confirming information obtained from surveys and interviews, and, more important, provide opportunities to learn about the actual student and staff behaviors that are occurring and might be targeted for improvement. Finally, *archival school* data (e.g., formal disciplinary referrals, attendance records, behavioral incident reports) can be reviewed to identify problems that need to be addressed by the PBS leadership team. These data also can be used to confirm information gained through one or more of the other three sources.

Stage Two: Site Analysis

After the problems have been identified and prioritized, the committee conducts a site analysis to determine the extent to which aspects of effective school-wide PBS programs are in place. The site analysis is conducted across four systems: (1) school-wide discipline systems (i.e., all staff, all settings, all students); (2) specific setting or nonclassroom systems (e.g., cafeterias, hallways, playgrounds, bus loading areas, bathrooms); (3) classroom support systems; and (4) individual student support systems (especially students with high-intensity and chronic problem behavior). Sugai and his colleagues at the University of Oregon have developed a comprehensive survey that can be used by PBS teams to assess the extent to which aspects of the school-wide PBS systems are currently being implemented and to identify those in need of improvement (Sugai, Lewis-Palmer, Horner, & Todd, 1998).[1]

[1]A copy of the EBS Self-Assessment Survey may be requested from the Center on Positive Behavioral Interventions and Supports (e-mail: <pbis@oregon.uoregon.edu>, voice: 541-346-2505, fax: 541-346-5689).

Stage Three: Development of School-Wide PBS Systems

Based on the results of the site analysis, the PBS committee works to develop and implement the different aspects of the four school-wide PBS systems. A five-step consensus-building process is used to review, revise, and adopt the school-wide PBS program. The first step involves the development of a draft proposal describing the school-wide PBS program including a rationale for the changes (pros and cons). The draft proposal should be simple and informative so that staff members who are not involved directly on the committee understand the approach being considered and a rationale that justifies the recommended actions.

In the second step, the draft proposal is presented to all staff for discussion. The committee should explain the process that the staff used to develop and revise the school-wide PBS program. Staff should be given copies of the draft proposal a few days prior to the formal presentation of the proposal so they can have adequate time to assess fully the school-wide PBS program and to provide useful feedback and recommendations. In addition, PBS committee members should explain the development phase, and allow sufficient time for all staff to discuss design considerations and the rationale used to develop the school-wide PBS program.

In the third step, the proposal is revised based on staff feedback and recommendations. Some aspects of the school-wide PBS program may require major revisions, while others will be approved quickly. The time required for this process will be dependent upon the culture of the school and the process that has been established for discussing and deciding school-wide practices, processes, and policies. The review, revision, and adoption meetings should follow an established agenda to enable the PBS committee to move through the entire process in a timely manner. The second and third steps are repeated until a consensus is achieved among the staff.

The fourth step involves presenting the final proposal to staff for approval, including a staff development plan to ensure the successful implementation of the school-wide PBS program (who, what,

when, for how long, where). Staff development actually begins with the review, revision, and adoption process. Staff will begin to develop a common knowledge base as they consider, discuss, and finally adopt the school-wide PBS program. This process will provide staff with an understanding of the design considerations, rationale, and fundamental changes in current practices. After this point, the committee should arrange the necessary staff development activities to ensure the successful implementation of the school-wide PBS program.

The fifth step involves the supervision system for school staff—a vital component of the effective implementation of the school-wide PBS program. Regardless of how well the school-wide PBS program has been designed, its effectiveness will be related directly to the accuracy and fluency with which people are able to implement the program. In other words, effective personnel will ensure an effective school-wide PBS program.

Stage Four: Monitoring Progress

Four key points are critical to the evaluation of the school-wide PBS system. First, the evaluation procedures should be simple and provide staff immediate feedback. Second, the evaluation information should be compared to baseline information collected during the needs assessment and subsequent evaluation data. Third, the evaluation findings must be shared with the entire school staff on a regular basis. Finally, the school-wide PBS program should be adjusted based on the results of the evaluation.

Concluding Comments

School environments can be safe places where teaching and learning are maximized; however, school-wide PBS must be taken seriously and integrated into the daily operations of the school. A focused, long-term commitment will be required. Effective school-wide systems of PBS are achievable; however, attention must be focused on ensuring that school environments are arranged in such a way that students and staff can be successful in their efforts. Such

an environment provides a predictable and reinforcing climate in which (a) problem solving is collaborative and efficient, (b) effective practices are supported by a systems approach that respects individuals and relies on assessment data to guide decision making, (c) a team-based problem-solving approach is used to increase staff participation and representation, and (d) program development, implementation, and evaluation are ongoing and data driven.

4

Effective Behavioral Supports in the Schools: Considerations for District and School-Based Administrators

Cheryl Hofweber
School District #54, Bulkley Valley, British Columbia, Canada

Positive behavioral support (PBS) provides guidelines for the implementation of a comprehensive process for addressing the behavioral needs of all students and staff across all settings of a school. This chapter describes the efforts of one school district in British Columbia to develop a district plan for maintaining a positive learning environment that supports attempts to educate students with increasingly challenging behavior. Although PBS focuses on a systems approach in which school-wide, classroom, nonclassroom, and

individual systems are considered in an integrated manner, school- and district-level elements and guidelines are emphasized. The eight stages of PBS implementation are described.

Background

The Bulkley Valley School District is located in the central interior of British Columbia. The population of the area is approximately 16,650; it includes the communities of Smithers, Houston, Telkwa, and Quick. The school district serves 3,025 students in two high schools, one middle school, and seven elementary schools and employs about 205 teachers. Although a major focus is tourism and resource industries, the area is best described as rural. Although most students are white, approximately 14% are First Nations and 5% are of East Indian heritage. In the Bulkley Valley area, about 4.5% of homes are non-English-speaking.

School principals, parent advisory councils, teachers, students, and community groups had expressed concern about increasing discipline problems in schools and were committed to improving the success rate of all students, including students with social and emotional disorders. However, particular concern was expressed about the amount of attention that was being focused on dealing with problem behavior, especially when it disrupted the learning process for other students. This commitment was given high priority by the district, and the improvement of each school's capacity to deal effectively with challenging behaviors was emphasized. As a result, schools agreed to take a careful look at student behavior and look closely at what they could do differently.

An existing District Behavior Resource Team (DBRT) consists of a teacher and a behavioral assistant from each of the elementary schools and is chaired by the District Principal for Special Services. This team had the primary responsibility of assessing the chronic problem behavior displayed by students and building individualized behavioral support plans for these students. Although the management of chronic problem behavior represented a small percentage of

their overall responsibilities, members of the DBRT made functional assessments and effective behavioral support planning its highest priority. In addition, this team was able to examine the school disciplinary process and work together to explore ways of improving it. The district team met four times a year to focus on the most pressing behavioral challenges and to share strategies that had proven successful.

Eight-Stage School-Wide Improvement Effort

With the development of the DBRT, the district began to identify common concerns, patterns, and priorities and to explore ways of addressing each of these concerns systematically. An eight-stage school-wide discipline improvement effort called the Behavior Pilot Project (BPP) was developed.

Stage 1: District Code of Conduct

One of the first activities of the BPP was to develop guidelines to assist elementary schools in their efforts to develop a more effective approach to school-based behavioral programs. First, a study of current literature was done to ensure that interventions were well grounded in research-based effective practices. Next, Patrick Ross, assistant superintendent of School District #68, Nanaimo, B.C. was invited to give a presentation on "A Systems Approach to Discipline" to all administrators and trustees. Dr. Ross stressed the importance of developing a clear vision of how the B.C. School Act, the Charter of Human Rights, Ministry of Education guidelines, and district board policy together provide a sound framework for the roles and responsibilities of those working with children, including children identified as having behavioral disorders. This presentation fostered valuable discussion and resulted in the recommendation that a district code of conduct be developed.

Each school was asked to submit a copy of its school rules and code of conduct. A task force reviewed these documents, identified general themes, and created a number of general belief statements relat-

ed to student conduct. Through a series of surveys and meetings, administrators, staff, students, and parents worked together to review these statements and to create a district-wide code of conduct. This document provided a brief statement of behavioral expectations applicable to each member of the school community. This collaborative and open process also resulted in all stakeholders establishing a common understanding of acceptable behavior in the schools. This activity was important for eliciting support and commitment at both the district and school levels.

Stage 2: Student Conduct Review Team

Guided by the district code of conduct, the continuum of school-based responses to challenging behaviors was expanded to include a referral to a district-wide student conduct review team. This team met on a regular basis and included the assistant superintendent and district principal. Each meeting also would be attended by the referring principal, student, parents, support worker if requested, and at least one other school principal. Students would be referred to this team when there was a chronic pattern of problematic behavior that had exhausted the school's ability to effect change. This forum provided an opportunity for systematic problem solving and creative thinking in developing individualized behavior plans that would assist the student to function more successfully in school.

Stage 3: School-Wide Discipline/Effective Behavioral Supports: Pilot Project II

The BPP team looked for a positive, preventive approach as an early intervention for students at risk of developing high-profile challenging behaviors. Research and practice related to effective behavioral support (EBS) was presented by George Sugai from the University of Oregon and provided a positive, systematic approach to both prevention and intervention. Three elementary schools had identified school-wide discipline as one of their top three school improvement priorities as part of their accreditation process. These schools agreed to pilot and evaluate the EBS approach as a means for addressing the improvement of school-wide discipline priority. At each school a school-based behavioral support (SBS) team was formed and included the principal, behavioral resource team repre-

sentatives, and a number of interested teachers and teacher assistants.

The district provided the opportunity for the SBS teams to attend a regional training session where they were presented with an overview of EBS. As a final activity of this session, SBS teams created school action plans that would be carried out prior to a follow-up session. The follow-up session was valuable in that SBS teams had a chance to share their successes and to get technical assistance for barriers encountered in carrying out the first stage of implementation.

Stage 4: Pilot Project Result

SBS teams were enthusiastic when they returned to their schools after these workshops because the EBS approach provided a framework within which they could address specific behavioral concerns at their schools. SBS teams met regularly, collected and tracked data, and developed curriculum. Behavioral expectations were clarified, taught, reinforced, and modeled. As schools began to experience the results of their school-wide efforts, information was shared at administrators' meetings and interest throughout the district increased.

When the pilot schools had completed their first year of implementation of EBS, staff, parents, and students in those schools reported noticeable improvements in school climate. Office discipline referral rates were tracked and graphed. These data indicated measurable improvements in behavior.

Stage 5: Presentation to the Board of Trustees

The principals of the three schools made formal presentations to the district Board of Trustees and described their school improvement efforts and the successes experienced with the implementation of EBS. Trustees commended the schools for the proactive approach they were taking to provide positive supports for student behavior. Based on the success of the BPP, pilot schools were encouraged to continue their efforts, and EBS was recommended to other schools in the district.

Stage 6: Inservice Opportunity for Teams or Full Staff from All Schools

Following the successes demonstrated by the pilot schools, administrators agreed that all schools should have the opportunity to have teams participate in workshops, and support was identified to promote the EBS approach district wide. Normally, SBS teams work with the rest of their school staff to establish the process in their schools. However, because of high rates of teacher mobility, concern was expressed about the possible loss of momentum in the EBS effort. To address this concern, district staff arranged for all teachers and support staff to attend a workshop on EBS to establish a common language and to reinforce the EBS vision throughout the district. Over 200 district teachers, administrators, teacher assistants, trustees, and aboriginal support workers from elementary and secondary schools participated in this workshop and were introduced to EBS and proactive school-wide discipline. Evaluations were overwhelmingly positive and enthusiastic, and support for implementing the EBS approach was extended district wide.

Stage 7: Giving Schools the Tools— Planning for Inservice

To maintain this level of commitment to EBS and to respond to requests from behavioral support teams for additional training, the district agreed to provide additional and ongoing workshops to expand and reinforce implementation proficiency. Future training activities will focus on increasing school teams' capacity to educate students with serious behavioral challenges who require more intensive individualized behavior plans than available in general school-wide discipline programming. Specifically, the following topics have been targeted for future training activities:

1. *Case management and wraparound services* to establish a comprehensive approach for serving children with severe behavioral disorders to create more effective partnerships with family and community supports. The wraparound process is designed to enhance family, school, and community involvement in ways that improve supports for students with severe emotional and

behavioral disorders. Available services might include those provided through the Ministry for Children and Families, as well as mental health and counseling services, juvenile justice, child and family welfare, public health, medical, and others.

2. *Restorative justice and community accountability* to teach students about the impact or consequences of their behaviors on the victims of their actions and on significant others (e.g., parents, friends, advocates) who care about them. This process, which consists of carefully structured meetings has been found to be effective with young offenders and can be adapted for young children involved in school disciplinary incidents.

3. *Functional assessment-based behavioral support* planning to increase the effectiveness, efficiency, and relevance of individualized positive behavioral intervention plans. Functional assessments provide a clear and objective understanding of what a child is doing, what antecedent circumstances are triggering the problem behavior, and what consequence factors are maintaining the problem behavior (e.g., access to or escape from tangibles or social attention from peers or adults). This information is used to build behavioral support plans that are individualized to the needs of the student.

4. *Nonviolent crisis intervention training* to enhance staffs' skills and confidence in defusing conflict situations. Emphasis is placed on intervening early in escalation cycles, preteaching prosocial alternatives to problem behaviors, and manipulating environmental factors that contribute to escalations.

Stage 8: District Support to Schools

Support for schools implementing EBS has been provided by the district by organizing inservice opportunities, providing release time for meetings, and arranging opportunities for schools to share what they are doing. As EBS improvement goals in schools are met and behavioral support teams establish themselves as discipline leadership teams, the need for regular district meetings has diminished. However, annual district-wide meetings continue to occur to ensure accountability, communication, and encouragement.

Lessons Learned

The EBS initiative in the Bulkley Valley School District has been an exciting and unifying initiative for students, educators, families, and community members. Some outcomes were achieved quickly and easily; others required patience and perseverance. A number of lessons have been learned.

1. *Schools need to evaluate the status quo and determine local needs and priorities.* In British Columbia, the accreditation process provides a framework for schools to solicit input from staff, students, parents, and the community in assessing the school's areas of strength and improvement. To structure and ease the self-evaluation process, schools also used a checklist (EBS Survey) to assess the behavioral needs and priorities in various school settings. This information is used to develop EBS action plans.

2. When working with children with significant behavioral disorders, *educators must select research-validated interventions* that are most likely to make a difference. Although implemented with the best intentions, trial-and-error methods may waste valuable resources such as time, materials, personnel, and dollars. Effective and efficient interventions must be chosen to maximize the use of limited resources and ensure positive treatment outcomes.

3. To increase the effectiveness of EBS, *administrative involvement must be active and direct.* Regardless of how effective an intervention, practice, or strategy might be, educators must have effective implementation tools. These tools include adequate training, time, and materials. To secure these tools and ensure that they are utilized adequately, school administrators must be actively involved. Administrators have the authority to make resource decisions—for example, allocation of services, scheduling of activities and time, utilization of resources, and decisions about priorities.

4. *Systematic communication is needed to keep stakeholders informed.* Teachers, parents, community members, district leadership, and students must be given information that assists in decision making, involvement, and resource allocations. A variety of communication methods can be used (e.g., parent newsletters, local radio and television broadcasts, parent advisory meetings, school assemblies) to acknowledge achievements and school activities. Publicly acknowledging school successes enhances understanding and sustained use of an effective initiative or interventions.

5. *To create and maintain enthusiasm and commitment, regular opportunities for acknowledging and celebrating efforts and successes must be provided.* When staff and students receive regular and sincere positive feedback about their efforts and accomplishments, they are more likely to sustain their attention and involvement. In addition, regular positive reinforcement is associated with improved staff commitment to an initiative.

6. *Progress must be monitored and evaluated regularly.* Measurable information must be collected to determine whether adequate progress is being made, modifications must be made, and/or initiatives should be discontinued. A variety of forms of data can be collected, such as office referral or behavior incident reports, staff satisfaction surveys, direct observation, and archival record reviews.

A Final Comment

Success takes many forms. In one instance, a student reports having a successful day on the playground. In another, a teacher reports that her fourth-period class successfully completed the anger management lesson. Finally, a principal informs his faculty that in the month of March the lowest number of office referrals in over 4 years were recorded. The principal attributes this improvement to a number of special activities: consistent logging of all staff–student inter-

actions following inappropriate behavior, charting of monthly averages, school-wide incentive program, Safety Club with Grade 5 and 6 student monitors, a basketball camp scheduled during a time of year when office referrals usually increase, and increased active supervision by playground teachers and supervisors. The school, now in its fourth year, identifies itself as "an EBS school."

Based on these kinds of results, the implementation of EBS in the Bulkley Valley School District in British Columbia has been a significant success. More research-validated, proactive, and team-based practices are being used; more students with significant behavioral challenges are receiving individualized services; and teachers, students, administrators, and parents indicate that schools have a more positive school climate.

5

IDEA 97 and FBA/PBIS: Policy and Implementation Guidelines

H. Rutherford Turnbull
Ann Turnbull
Brennan Wilcox
Beach Center on Families and Disability
University of Kansas

At long last, Congress has given practitioners the occasion to use—and parents and students the right to ask for—functional behavioral assessment (FBA) and positive behavioral intervention and support plans (PBIS) for students with disabilities. That authority exists within the Individuals with Disabilities Education Act of 1997 (IDEA 97). This chapter describes IDEA 97 and its relationship to FBA and PBIS as well as a technical assistance guideline that we have developed to help professionals carry out IDEA's mandate.

IDEA 97

To understand IDEA 97, it is helpful to have a conceptual framework for the Act as a whole and for FBA and PBIS in particular. Six principles have been the foundation for the Act since it was first enacted in 1975 (Turnbull & Turnbull, 1978/1999): (1) zero reject, (2) nondiscriminatory evaluation, (3) appropriate education, (4) least restrictive environment, (5) procedural due process, and (6) parent and student participation. Two of those principles relate to FBA and PBIS. First, IDEA 97 requires a nondiscriminatory evaluation of the student, which is where FBA fits. Second, IDEA 97 requires an appropriate education for the student, which is where PBIS fits.

FBA and PBIS come into play under two circumstances. First, the individualized education program (IEP) team must consider special factors, including the behavior on the part of the student that impedes his or her learning or that of others. If the student displays such behaviors, the IEP must consider positive behavioral interventions. It does not have to provide PBIS; it must only consider whether or not to do so. Second, when a student has been disciplined, the IEP team conducts an FBA and implements a behavioral plan to address the behavior. If the student already has had the benefit of an FBA and behavioral plan, the IEP team must review them to determine whether they address the behavior for which the student was disciplined.

Technical Assistance Guideline

Just as a gap almost always exists between the law and practice, a gap almost always exists between state-of-the-art (best) and standard (average or below) practice. To narrow those gaps as they relate to FBA and PBIS, we at the Beach Center on Families and Disability have developed a technical assistance guideline for practitioners and families that considers definitions, justifications and explanations, and policy considerations for states and districts.

Definitions

Because IDEA 97 does not define *impeding behavior, FBA, PBIS,* and *PBIS plan,* our technical assistance guideline begins by defining these terms,

Impeding Behavior. Impeding behavior means student behaviors that impede the learning of that student or the learning of others. It includes without limitation behaviors that (a) are aggressive, self-injurious, or destructive of property; (b) are manifestations of depression, passivity, or internalization of emotions; (c) are manifestations of obsessions, compulsions, stereotypes, or irresistible impulses; or (d) are annoying, confrontational, defiant, or disruptive; and (e) could cause the student to be disciplined, including being suspended or expelled from school, pursuant to any applicable state or federal law or regulation, or could cause any consideration of a change of educational placement; and (f) are durable and chronic and therefore require a systematic and frequent application of positive behavioral interventions and positive behavioral support.

Functional Behavioral Assessment. Functional behavioral assessment is a process that (a) includes person-centered planning, interviews, direct observations, and other in-depth evaluations of the student's impeding behavior; (b) seeks to understand why the impeding behaviors occur and what, if any, communicative or other purpose the behaviors have; (c) includes assessment focused on setting events, antecedents of a student's behavior itself and the consequences of the behavior, and (d) is accomplished as part of the nondiscriminatory evaluation of the student and is incorporated into the student's IEP or other educational plan.

Positive Behavioral Interventions and Supports. PBIS broadens an intervention related to a student's behavior from a traditional behavior management approach designed to reduce inappropriate behavior to an approach that addresses the following four main components:

1. *Systems change* focuses on an examination and improvement of agencies and individuals' philosophies, policies, procedures, practices, personnel, organization, and funding.
2. *Environmental alterations* emphasize consideration and modification of the environments in which the student receives general and special education and related services.
3. *Skill instruction* focuses on the provision of instruction that builds appropriate skills, both personal and interpersonal.
4. *Behavioral consequences* emphasize use of information obtained from FBAs that describe the function (i.e., purpose or maintaining consequences) of problem or impeding behavior when selecting appropriate replacement behaviors and the consequences that are selected to support those behaviors.

PBIS Plan. A PBIS plan refers to a scheme or blueprint for the systematic implementation of PBIS that is based on information from the FBA and is designed to

- Prevent and reduce the student's impeding behavior and teach and strengthen socially desirable and appropriate replacement behaviors.
- Result in lasting positive changes in the student's behavior.
- Ensure the student's physical freedom and opportunities for social interactions and individual choice.
- Preserve and enhance the student's civil rights, human dignity, and personal privacy.
- Ensure the student's right to a free, appropriate public education in the least restrictive environment and with the use of the least restrictive and most realistic behavioral interventions.
- Provide the student with great access to a variety of community settings and activities identified as transition goals by IDEA, the Rehabilitation Act, and the Americans with Disabilities Act.

The plan specifically excludes aversive interventions and limits the use of restraints.

Justifications and Explanations

We regard FBA as an assessment, an evaluation, of a student's behavior with respect to its causes, purposes, and effects on the student and others. We also expect FBA to assess the contexts in which it and other behaviors occur. This expectation is consistent with research that relates behavior to contexts and other people and to the state-of-the-art of PBIS (as described in this monograph). Therefore, FBA is an expansive evaluation of the student and of contexts.

It follows, then, that the interventions based on FBA—PBIS and the PBIS plan—must address more than just the student's behavior. We argue that there are four components of PBIS and that each of them must be addressed in the student's PBIS plan: (1) systems change, (2) environmental alterations, (3) skill instruction, and (4) behavioral consequences.

Systems Change. A student's behavior is affected by the philosophies, policies, procedures, practices, personnel, organization, and funding of the general and special educational agencies and related service provider agencies that are involved in the student's education. To develop or implement a student's PBIS plan, it usually is necessary to engage in a process of systems change, namely, the process of changing the agencies' philosophies, policies, procedures, practices, personnel, organization, and funding.

Environmental Alterations. A student's behavior also is affected by the environments in which the student receives general and special education and related services. To develop or implement a student's PBIS plan, it usually is necessary to alter those environments.

Skill Instruction. A student's behaviors can become more appropriate if the student receives appropriate skill-building instruction. In addition, a student's behaviors can become more appropriate if individuals involved with the student (e.g., educators, related service providers, local education agency administrators, peers with and

without disabilities) also receive instruction in how to interact with the student.

Behavioral Consequences. A student's problematic behaviors often can be eliminated or reduced if the student is able to acquire appropriate behaviors. Accordingly, the student should receive behavioral consequences so that behaviors are eliminated or minimized and appropriate behaviors are established and increased. The FBA that undergirds the student's PBIS plan and the plan itself should address these factors.

General Declaration of State and Local Policy. To locate FBA and PBIS within a general context of effective education for all students, we recommend that a state or local education agency adopt policies that favor (a) equal educational opportunities for all students, including the use of FBA and PBIS for students without disabilities; (b) safe schools that benefit all students and staff; (c) even-handed discipline for all students and staff; (d) use of interventions that do not violate such basic rights as a student's liberty and dignity; (e) use of FBA and PBIS across all settings—including institutions, hospitals, and home-bound—where students are educated; (f) capacity within schools; (g) best practices; (h) preservice and inservice personnel preparation in FBA and PBIS; (i) other forms of capacity building (e.g., institutions of higher education); and (j) monitoring of schools' practices.

The FBA is a form of evaluation, and PBIS is a form of intervention. Under IDEA 97, evaluations are the basis for programs, and programs and placements are incorporated into a student's IEP. For that reason, we set out procedures for the FBA, PBIS, and the PBIS plan to be incorporated into the student's IEP. To locate FBA and PBIS within a general context of effective education for all students, we next set out the policies that a state or local education agency may want to adopt.

Permissible and Impermissible Interventions. FBA and PBIS are the favored interventions under IDEA 97; that law creates a rebuttable presumption in their favor. But some educators some-

times have used, and may still want to use, interventions that the field calls "aversive," and we recommend prohibiting their use. Likewise, some educators sometimes have misused physical restraints to control students' impeding or otherwise challenging behaviors. Accordingly, we limit the use of those restraints to a narrow range of exceptions. Similarly, educators are not always able to predict a student's behavior and some behaviors may put the student or others into jeopardy. For this reason, emergency interventions that deviate somewhat from PBIS practices may be recommended.

Regulations and Capacity Building. Finally, we ask the state education agency to conduct an in-depth study of the use of all behavioral interventions by local education agencies and to promulgate regulations and take monitoring action that will assure that FBA and PBIS are put into place throughout the state, in nonpublic as well as schools.

Unresolved Issues

As Turnbull (1997/1998) noted in his keynote address to The Association for Persons with Severe Handicaps (TASH) in December 1997, IDEA 97 heralds only the beginning of a long effort to put FBA and PBIS into place. Much more needs to be done:

- We need to resist the notion that the rights of a student with a disability must be balanced against those of other students, because so-called balancing is not necessary if FBA and PBIS are in place and because balancing will shortchange the student with the disability.
- We must expand our understanding of human behavior, be cautious about regarding FBS and PBIS as panaceas, and be eager to expand traditional applied behavioral analysis so that it incorporates FBA and PBIS easily and effectively.
- We must ensure far better training of professionals and parents so that they will be effective in delivering FBA and PBIS.

- We must extend the legal authority and command for FBA and PBIS beyond IDEA-covered students so that all people who have impeding behaviors (whether or not they also have disabilities) benefit from FBA and PBIS wherever they are (i.e., in school, penal systems, institutions, or hospitals).
- We must continue to make sustained and significant efforts to put FBA and PBIS into place, to convert the promise of this technology into a reality.

References

Albin, R. W., Lucyshyn, J. M., Horner, R. H., & Flannery, K. B. (1996). Contextual fit for behavioral support plans: A model for "goodness of fit." In L. K. Koegel, R. L. Koegel, & G. Dunlap (Eds.), *Positive behavior support: Including people with difficult behavior in the community* (pp. 81–98). Baltimore: Brookes.

Anderson, J. L., Russo, A., Dunlap, G., & Albin, R.W. (1996). A team training model for building the capacity to provide positive behavioral supports in inclusive settings. In L. Koegel, G. Dunlap, & R. Koegel (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 467–490). Baltimore: Brookes.

Carr, E. G. (1994). Emerging themes in the functional analysis of problem behavior. *Journal of Applied Behavior Analysis, 27,* 393–399.

Carr, E. G., Horner, R. H., Turnbull, A. P., Marquis, J. G., Magito-McLaughlin, D., McAtee, M. L., Smith, C. E., Anderson-Ryan, K. A., Ruef, M. B., & Doolabh, A. (in press). *Positive behavior support as an approach for dealing with problem behavior in people with developmental disabilities: A research synthesis.* Washington, DC: American Association on Mental Retardation.

Colvin, G., Kameenui, E., & Sugai, G. (1993). Reconceptualizing behavior management and school-wide discipline in general education. *Education and Treatment of Children, 16,* 361–381.

Didden, R., Duker, P. C., & Korzilius, H. (1997). Meta-analytic study on treatment effectiveness for problem behaviors with individuals who have mental retardation. *American Journal on Mental Retardation, 101,* 387–399.

Dwyer, K. P. (1998). Using functional assessment of behavior. National Association of School Psychologists. *Communique, 26,* 1, 4, 5.

Foster-Johnson, L., & Dunlap, G. (1993). Using functional assessment to develop effective, individualized interventions. *Teaching Exceptional Children, 25,* 44–50.

Gresham, F. M., Sugai, G., Horner, R. H., Quinn, M. M., & McInerney, M. (in press). *School-wide values, discipline, and social skills.* [Synthesis

Report]. Washington, DC: American Institutes of Research and Office of Special Education Programs.

Haring, N. G., & De Vault, G. (1996). Family issues and family support: Discussion. In L. K. Koegel, R. L. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 116–120). Baltimore: Brookes.

Hieneman, M., & Dunlap, G. (in press). Issues and challenges in implementing community-based behavioral support for two boys with severe behavioral difficulties. In J. R. Scotti & L. H. Meyer (Eds.), *New directions for behavioral intervention: Principles, models, and practices.* Baltimore: Brookes.

Horner, R. H. (1994). Functional assessment: Contributions and future directions. *Journal of Applied Behavior Analysis, 27,* 401–404.

Horner, R. H., & Carr, E. G. (1997). Behavioral support for students with severe disabilities: Functional assessment and comprehensive intervention. *Journal of Special Education, 31,* 84–104.

Horner, R. H., Dunlap, G., Koegel, R. L., Carr, E. G., Sailor, W., Anderson, J., Albin, R. W., & O'Neill, R. E. (1990). In support of integration for people with severe problem behaviors: A response to four commentaries. *Journal of the Association for Persons with Severe Handicaps, 15,* 145–147.

Johnson, J. M., & Pennypacker, H. S. (1980). *Strategies and tactics of human behavioral research.* Hillsdale, NJ: Erlbaum.

Kern, L., & Dunlap, G. (1999). Assessment-based interventions for children with emotional and behavioral disorders. In A. C. Repp & R. H. Horner (Eds.), *Functional analysis of problem behavior: From effective assessment to effective support* (197–218). Belmont, CA: Wadsworth.

Kern, L., Dunlap, G., Clarke, S., & Childs, K. E. (1994). Student-assisted functional assessment interview. *Diagnostique, 19,* 29–39.

Koegel, L. K., Koegel, R. L., & Dunlap, G. (Eds.) (1996). *Positive behavioral support: Including people with difficult behavior in the community.* Baltimore: Brookes.

Lane, K. L., Umbreit, J., & Beebe-Frankenberger, M. E. (1999). Functional assessment research on students with or at risk for EBD: 1990 to the present. *Journal of Positive Behavior Interventions, 1,* 101–111.

Lee, Y., Sugai, G., & Horner, R. (in press). Effect of component skill instruction on math performance and on-task, problem, and off-task behavior of students with emotional and behavioral disorders. *Journal of Positive Behavioral Interventions.*

Lewis, T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. *Focus on Exceptionalities, 31*(6), 1–24.

Lohrmann-O'Rourke, S., Knoster, T., & Llewellyn, G. (1999). Screening for understanding: An initial line of inquiry for school-based settings. *Journal of Positive Behavioral Interventions, 1,* 35–42.

Lucyshyn, J. M., & Albin, R. W. (1993). Comprehensive support to families of children with disabilities and behavior problems: Keeping it "friendly." In G. H. S. Singer & L. E. Powers (Eds.), *Families, disability, and empowerment: Active coping skills and strategies for family interventions* (pp. 365–407). Baltimore: Brookes.

Mace, F. C., & Mauk, J. E. (1999). Biobehavioral diagnosis and treatment of self-injury. In A. C. Repp & R. H. Horner (Eds.), *Functional analysis of problem behavior: From effective assessment to effective support* (pp. 78–93). Belmont, CA: Wadsworth.

March, R., & Horner, R. H. (1998, May). *School-wide behavioral support: Extending the impact of ABA by expanding the unit of analysis.* Paper presented at the 24th Annual Convention of the Association for Behavior Analysis, Orlando, FL.

Millenson, J. R., & Leslie, J. C. (1979). *Principles of behavior analysis* (2nd ed.). New York: Macmillan.

Mullen, K. B., & Frea, W. D. (1995). A parent-professional consultation model for functional analysis. In R. Koegel & L. Koegel (Eds.), *Teaching children with autism: Strategies for initiating positive interactions and improving learning opportunities* (pp. 175–188). Baltimore: Brookes.

Nelson, J. R. (1996). Designing schools to meet the needs of students who exhibit disruptive behavior. *Journal of Emotional and Behavioral Disorders, 4,* 147–161.

Nelson, J. R., Martella, R., & Galand, B. (1998). The effects of teaching school expectations and establishing consistent consequences on formal office disciplinary actions. *Journal of Emotional and Behavioral Disorders, 6,* 153–161.

Nelson, J. R., Roberts, M. L., Mathur, S. R., & Rutherford, R. B. (1999). Has public policy exceeded our knowledge base? A review of the functional behavioral assessment literature. *Behavioral Disorders, 24,* 169–179.

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., Sprague, J. R., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook.* Pacific Grove, CA: Brooks/Cole.

O'Neill, R., Vaughn, B. J., & Dunlap, G. (1998). Comprehensive behavioral support: Assessment issues and strategies. In A. M. Wetherby, S. F. Warren, & J. Reichle (Eds.), *Transactions in prelinguistic communication: Preintentional to intentional and presymbolic to symbolic* (pp. 313–341). Baltimore: Brookes.

Piazza, C. C., Fisher, W. W., Roane, H. S., & Hilker, K. (1999). Predicting and enhancing the effectiveness of reinforcers and punishers. In A. C. Repp & R. H. Horner (Eds.), *Functional analysis of problem behavior: From*

effective assessment to effective support (pp. 57–77). Belmont, CA: Wadsworth.

Repp, A. (1994). "Comments on functional analysis procedures for school-based behavior problems." *Journal of Applied Behavior Analysis, 27,* 409–411.

Repp, A. C., & Horner, R. H. (Eds.). (1999). *Functional analysis of problem behavior: From effective assessment to effective support.* Belmont, CA: Wadsworth.

Scott, T. M., & Nelson, C. M. (in press). Using functional assessment to develop effective intervention plans: Practical classroom application. *Journal of Positive Behavior Interventions.*

Sprague, J. R., & Horner, R. H. (1999). Low frequency, high intensity problem behavior: Toward an applied technology of functional analysis and intervention. In A. C. Repp & R. H. Horner (Eds.), *Functional analysis of problem behavior: From effective assessment to effective support* (pp. 98–116). Belmont, CA: Wadsworth.

Sprick, R., Sprick, M., & Garrison, M. (1996). *Foundations: Establishing positive discipline policies.* Longmont, CO: Sopris West.

Sugai, G. (1996). Providing effective behavioral support to all students: Procedures and processes. *SAIL, 11,* 1–4.

Sugai, G., Bullis, M., & Cumblad, C. (1997). Skill development and support of educational personnel. *Journal of Emotional and Behavioral Disorders, 5,* 55–64.

Sugai, G., Horner, R. H., Dunlap, G., Lewis, T. J., Nelson, C. M., Scott, T., Liaupsin, C., Ruef, M., Sailor, W., Turnbull, A. P., Turnbull, R. III.., & Wickham, D. (1999). *Applying positive behavior support and functional behavioral assessment in schools.* Eugene: University of Oregon, Center on Positive Behavioral Interventions and Supports.

Sugai, G., Lewis-Palmer, T., Horner, R. H., & Todd, A. (1998). *Assessing the status of behavior support in schools.* Eugene: University of Oregon.

Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, T., Cohen, J., Swartz, J., Horner, R. H., Sugai, G., & Hall, S. (1997). School-wide behavioral support: Starting the year off right. *Journal of Behavioral Education, 7,* 99–112.

Tilly, W. D., Knoster, T. P., Kovaleski, J., Bambara, L., Dunlap, G., & Kincaid, D. (1998). *Functional behavioral assessment: Policy development in light of emerging research and practice.* Alexandria, VA: National Association of State Directors of Special Education (NASDSE).

Todd, A. W., Horner, R. H., & Sugai, G. (1999). Self-monitoring and self-recruited praise: Effects on problem behavior, academic engagement, and work completion in a typical classroom. *Journal of Positive Behavioral Interventions, 1,* 66–76.

Turnbull, H. R. (1997/1998, December/January). Positive behavior supports and IDEA. *TASH Newsletter,* pp. 8–9.

Turnbull, H. R., & Turnbull, A. P. (1978/1999). *Free appropriate public education: Law and the education of children with disabilities.* Denver: Love.

Walker, H. M., Colvin, G., & Ramsey, E. (1995). *Antisocial behavior in school.* Pacific Grove, CA: Brooks/Cole.

Walker H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. (1996). Approaches to preventing antisocial behavior patterns among school-age children and youth. *Journal of Emotional and Behavior Disorders, 4,* 194–209.

Don't Miss CCBD's Second Mini-Library Series

Mini-Library Series on Successful Interventions for the 21st Century

Edited by Lyndal M. Bullock and Robert A. Gable
#D5245 1997 $72 CEC Members $50.40
Separate titles: $11.40 each CEC Members $8

24-Hour Fax 703-264-9494

Alternative Programs for Students with Social, Emotional, or Behavioral Problems

Mary Magee Quinn and Robert B. Rutherford, Jr.
#D5238 49pp 0-86586-304-0

Curriculum and Instruction Practices for Students with Emotional/ Behavioral Disorders

Edited by Rex E. Schmid and William Evans
#D5239 58pp ISBN 0-86586-305-0

Developing Personal and Interpersonal Responsibility in Children and Youth with Emotional/Behavioral Disorders

Sylvia Rockwell, Santa Cuccio, Beth Kirtley, and Gwen Smith
#D5240 41pp ISBN 0-86586-306-7

Developing Social Competence in Children and Youth with Challenging Behaviors

Kristine J. Melloy, Carol A. Davis, Joseph H. Wehby, Francie R. Murry, and Jennifer Leiber
#D5241 42pp ISBN 0-86586-307-5

Enhancing Self-Respect: A Challenge for Teachers of Students with Emotional/ Behavioral Disorders

Ann Fitzsimons-Lovett
#D5242 40pp ISBN 0-86586-308-3

Individual and Systemic Approaches to Collaboration and Consultation on Behalf of Students with Emotional/ Behavioral Disorders

Robert A. Gable, George Sugai, Tim Lewis, J. Ron Nelson, Douglas Cheney, Stephan P. Safran, and Joan S. Safran
#D5243 45pp ISBN 0-86586-309-1

Teaching Children and Youth Self-Control: Applications of Perceptual Control Theory

John W. Maag
#D5244 42pp ISBN 0-86586-310-5

From the Retrospective Series on Critical Issues in Emotional/Behavioral Disorders . . .

Improving the Social Skills of Children and Youth with Emotional/Behavioral Disorders

Series Editors: Lyndal M. Bullock, Robert A. Gable, and Robert B. Rutherford, Jr.

Topics include various approaches to enhancing and maintaining social skills, including self-monitoring, "entrapment" (control of behavior by naturally occurring reinforcements), peer mediation, problem-solving, peer confrontation, and structured learning.

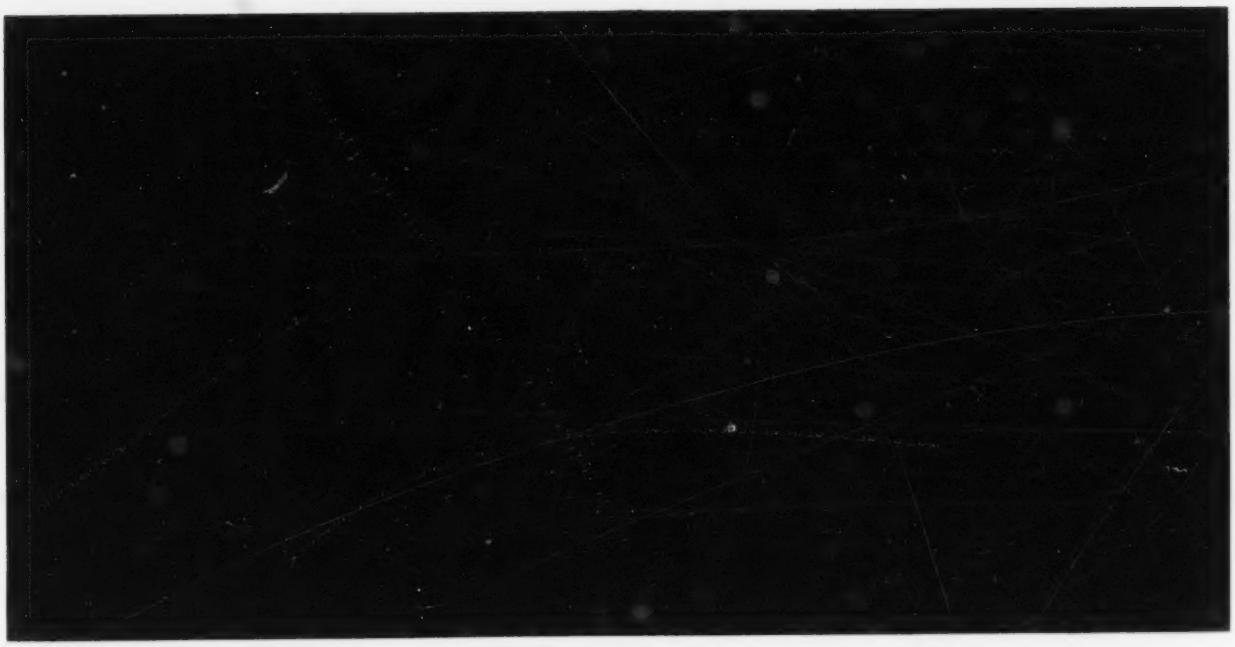
#D5158 1996 120pp ISBN 0-86586-283-4

Preparation of Teachers of Students with Emotional/ Behavioral Disorders

Lyndal M. Bullock, Robert A. Gable, and Robert B. Rutherford, Jr.

This volume focuses on the challenges of preparing teachers to work with children with emotional/behavioral disorders. The editors have included articles which represent the diverse opinions and directions of current training. Topics also include intervention research, inclusion, classroom-based programs, and the needs of inner city pupils.

#D5279 1998 122pp ISBN 0-86586-321-0



ISBN 0-86586-346-6

BEST COPY AVAILABLE